

**IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH
WHOLESOME SCATTERING GAME AT THE TENTH GRADE STUDENTS OF MAN
BINJAI IN THE ACADEMIC YEAR 2018/2019**

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Abstract : This research was conducted to find out the implementation of *Wholesome Scattering Game* in improving the students' ability in writing Descriptive text. The sample of this research was the tenth grade students of MAN Binjai, which consisted of 34 students. This research was applied by *Classroom Action Research*. The qualitative data were taken from observation sheet, questionnaire sheet, and diary notes. The quantitative data was taken from tests, which were carried out in the end of every cycle. The test was given to the students in form of pre-test, post test 1 in the first cycle and the post test 2 in the second cycle. The result of the data analysis showed that the score of students increased from the first post-test I to post-test II. It was showed from the mean of orientation test was 56,91 there was 26,48% (9 students) who got point 75 or more. In the post test of cycle I, the mean was 73,08, it was higher than orientation test. There was 52,95% (18 students) who got point 75 or more. The percentage of the students' score in the orientation test to post-test I was improvement 26,47%. In the post test II, the mean was 80, and the percentage of students who got point 75 or more was 70,58% (24 students). The percentage of the students' score in the post-test I to post-test II was improvement 44,11%.

Keywords: Writing, Descriptive text, Wholesome Scattering Game, Improvement.

English is the foreign language for Indonesian people which is taught to the students from elementary school until university. By using English, a student can know the other countries. In junior high school and senior high school, English is one of foreign languages which is demanded to pass of national examination. However we never be proud of the result. Most of the students are not able to carry on a simple conversation about their daily activities or write a simple essay in English.

In evaluating the result of teaching, it will be unfair if we consider only one or two view – points. They are from the points of students or teacher only. We have to admit that education in general or English teaching in particular is a combined effort of several forces to achieve a common goal. Factor like the student, teacher, time allotment, use of visual aid, methodology, teaching material and other facilities that work together in affecting the final result of teaching.

The goal of education is generally supplying area which enables learner to develop and train talent and skill optimally. Everybody has different talent and ability so that they also need different way to learn. Education has a responsibility to guide to identify and develop those talent and ability.

Marianne Celse stated that the ability to express an idea in second or foreign language especially in writing skill major problem for many native speakers write coherence of paragraph and accuracy in choosing sentences. There is no doubt that writing is difficult skill for second language or foreign language learners to be mastered. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.

If someone wants to learn English as a foreign language he/she will obviously meet all kind of learning problems, especially in writing skill, the learners will meet some problems for example, learning of the new sound system, the learning of new vocabulary items, and unfamiliar ways of arranging the foreign word into sentences.

Writing descriptive text is one of genres in writing texts. It is taught by teacher in order to make students know how to describe themselves and their surrounding although it is still in a simple way. However, many students have difficulties in writing descriptive text because the teacher only explains what the generic structure and the method how to write the descriptive text, the teacher does not use any method or new ways to teach the students. Therefore, the students

will be unmotivated, bored, and have difficulties in learning descriptive text. They also do not able to recall and to describe the things in a systematic order. Moreover, they cannot describes the parts, qualities, and characteristics of the things completely.

Students in MAN Binjai usually found some difficulties when they learn to write. They could not write their ideas in a good writing especially descriptive text, because they did not understand well about how to good writing, especially descriptive text. In teaching learning process, teacher has important roles. Teacher is a profesional educator who has main duty to educate, teach, guide, direct, train, and evaluate the learners on early children education at formal education (elementary school, junior high school, and senior high school).

In MAN Binjai, the students of tenth grade have difficulties to write a descriptive text because they were lack of experience in writing a good paragraph. Beside teacher are seldom to teach writing. They focused on teaching reading and grammar. To make English teaching successful, there are some factors which influence the teaching learning process, such as the quality of teacher, books, teaching technique, media and classroom interaction.

Teaching learning process should be various to make student enjoy learning process. In language learning, they need more than instruction and from their teacher. This is challenge for the teacher to be able to motivate the student to pay attention. Nowadays, English material were based on the genre text.

Teacher, in that case needs to be responsive to the classroom situation in orderto take an accurate measure. The classroom atmosphere shoul be sufficiently relaxed so that learners reengaged actively in every activity lead to a better performance of their language skills, listening, speaking, writing, and reading.

Games in foreign language classes may be used to motivate students and to create a more relaxing foreign language classes. Often, students are involved in playing the games and they do not realize that they are practicing language. Games facilitate language learning because they help language learning to be more memorable. Games can be found to give practice in all the skills including reading, writing, listening, and speaking, in all the stages of the teaching or learning sequence (presentation, recombination, and free use of language) and for many types of communication such as encouraging, criticizing, agreeing, and explaining.

The teacher should give students new technic in order to make them enjoyable, easy, and memorable about the material especially in writing skill. In this case, the researcher wants to introduce the new strategy in learning writing descriptive text by using *wholesome scattering game*, because in the fact the students have learned about writing english from elementary school, junior high school until senior high school but, they still low in writing english. So, the researcher will introduce the technic to students who hope the technic will be improve the student's ability in writing descriptive text in MAN Binjai by conducting a research in title IMPROVING STUDENT'S ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH WHOLESOME SCATTERING GAME (A Classroom Action Research With the 10th Grade Student of MAN Binjai in the academic Year of 2018 / 2019).

Research Design

The research was conducted by applying Classroom Action Research (CAR). Research design have done with some steps as follow:

- a. Collect data such as documentation includes the number of the students, student's name list, and pre-test.

- b. After the researcher collects the data, she does a pre-test. Its purpose is to know the score mean of student's writing in descriptive text before using wholesome scattering game.
- c. The researcher assesses the result of student's writing in pre-test.

There was two cycles in this study. There are four components in one cycle for doing classroom action research, they are:

- a. Planning

Planning is a plan to conduct treatments or after making sure about the problem of the research, researcher needs to make a preparation before doing an action research. Researcher prepared some materials that will be used in research process. Such as pictures with words, in order that interest to lesson mainly in writing and spelling word, some written games, field note to take note about students activities and responses.

- b. Acting

This section discusses about the steps and activities that would be taken by the researcher. Researcher tries to take how much student's abilities to understand in writing descriptive text, give students treatment ways to remember every word in spelling and writing, give them assignments both in individual and group, evaluate their mistakes and make summarize about materials.

- c. Observing

In this step, a researcher has to observe all events or activities during the research. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and to know their difficulties.

- d. Reflecting

Reflecting is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.

Finding And Discussion

A. Findings

In this research, the data was analyzed from quantitative and qualitative data. The quantitative data was taken from the mean of students score in taking test in form written test. The qualitative data were taken from observation sheet, questionnaire sheet, dairy note and documentation. This research was conducted in one class which consist of 34 students. The class named X-MIA⁴ of MAN Binjai. This research was accomplished in two cycles. Each cycles consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pre-test in three meetings. The second cycle was conducted in two meetings. So, there were five meetings for this research.

1. The Quantitative data

The quantitative data was taken from the result, which was carried out in two cycles, there were five meetings were conducted. The test was given to the students in forms of pre-test, post test of cycle I and cycle II. The result of the students' score showed consistent improvement.

a. Pre-Test

The researcher gave a test. The test was given for the students before treatment of using Wholesome Scattering Game. The researcher noted that the score which passed of 75 was success depending on KKM in the school. It was found that the mean of students' score was kept

improving from pre-test until post-test of the second cycle. Below the students' score of Pre-test as follow:

Table 3. The Students' Score of Pre-Test

No.	Initial of Students	Pre-Test Score	
		Post-Test	Criteria of Success ≥ 75
1	A	55	Unsuccess
2	AAM	80	Success
3	AH	60	Unsuccess
4	AHH	50	Unsuccess
5	ALS	80	Success
6	AS	50	Unsuccess
7	AVP	80	Success
8	CD	40	Unsuccess
9	DAA	40	Unsuccess
10	DE	65	Unsuccess
11	DF	40	Unsuccess
12	EA	50	Unsuccess
13	FA	40	Unsuccess
14	FAT	40	Unsuccess

15	FD	90	Success
16	FFR	80	Success
17	HSM	3 0	Unsuccess
18	IS	40	Unsuccess
19	KD	40	Unsuccess
20	LQ	40	Unsuccess
21	LS	70	Unsuccess
22	MFA	80	Success
23	MHR	40	Unsuccess
24	MMF	30	Unsuccess
25	MYM	45	Unsuccess
26	MZ	40	Unsuccess
27	PF	80	Success
28	R	75	Success
29	SK	70	Unsuccess
30	SM	95	Success
31	TDL	65	Unsuccess
32	YA	30	Unsuccess

33	YAT	60	Unsuccess
34	ZH	65	Unsuccess
	Total	$\Sigma X = 1935$	
	Mean	$\bar{X} = 56,91$	

From the table of pre-test, the students that got success the test was 9 students and the students did not get success was 25 students. In addition, the total score of the students was 1935 and the number of the students who took the test was 34 students. So, the mean of the students was:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1935}{34}$$

$$\bar{X} = 56,91$$

From the analysis above, the students ability in writing descriptive text was low. The mean of the students' score was 56,91. The percentage of the students who got success in writing test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{9}{34} \times 100\% = 26,47\%$$

$$= 26,48\%$$

And,

$$P = \frac{R}{T} \times 100\%$$

$$P2 = \frac{25}{34} \times 100\%$$

$$= 73,52\%$$

Table 3.1 Table the Percentage of Students Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Success	9	26,48%
P2	Unsuccess	25	73,52%
Total		34	100%

From the table above, the students' ability in writing descriptive text was low. It could be seen from the mean of the students' score was 54. The percentage of the students score was 9 students got success or it was 26,48%. In the other hand, 25 students got unsuccess score or it was 73,52%. It can be concluded that the students' writing ability in pre-test was low. Therefore, the researcher would do post-test in the first cycle.

b. Post-Test I

The researcher gave the test in post-test I, the test was given after applied the Wholesome Scattering Game. The researcher found improvement of the students' score in post-test of the first cycle. Here The students' score of post-test in the first cycle.

Table 4. The Students' Score of Post -Test I

No.	Initial of Students	Post Test of The first Cycle	
		Post-Test	Criteria of Success ≥ 75
1	A	80	Success
2	AAM	85	Success
3	AH	70	Unsuccess
4	AHH	80	Success
5	ALS	85	Success
6	AS	80	Success
7	AVP	85	Success
8	CD	65	Unsuccess
9	DAA	65	Unsuccess
10	DE	70	Unsuccess
11	DF	80	Success
12	EA	80	Success
13	FA	40	Unsuccess
14	FAT	65	Unsuccess
15	FD	95	Success
16	FFR	85	Success

17	HSM	80	Success
18	IS	70	Unsuccess
19	KD	50	Unsuccess
20	LQ	50	Unsuccess
21	LS	80	Success
22	MFA	70	Unsuccess
23	MHR	80	Success
24	MMF	60	Unsuccess
25	MYM	70	Unsuccess
26	MZ	60	Unsuccess
27	PF	80	Success
28	R	80	Success
29	SK	95	Success
30	SM	85	Success
31	TDL	70	Unsuccess
32	YA	40	Unsuccess
33	YAT	70	Unsuccess
34	ZH	85	Success

	Total	$\Sigma X = 2485$
	Mean	$\bar{X} = 73,08$

From the table of post-test in the first cycle, the students who got success the test was 18 students, and the students did not get success was 16 students. Total score of the students was 2485 and the number of students who took the test was 34 students, so the mean of the students was:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{2485}{34}$$

$$\bar{X} = 73,08$$

From the data analysis above, the students' writing descriptive text in the post test I was still low. It could be seen of the mean score of the students was 73,08. It's mean that the score did not get success categorize. The percentage of students who got success in writing descriptive text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{18}{34} \times 100\%$$

$$= 52,95\%$$

And,

$$P = \frac{R}{T} \times 100\%$$

$$P2 = \frac{16}{34} \times 100\%$$

$$= 47,05\%$$

4.1 Table of the Percentage of Students Score in Post-Test I

	Criteria	Total Students	Percentage
P1	Success	18	52,95%
P2	Unsuccess	16	47,05%
Total		34	100%

From the table above showed that the students' score was low. It could be seen from the mean of the students' score was 73,08. There were 18 students passed the test and 16 students are failed in the test. Because the students' ability in writing descriptive text post-test I in the first cycle was categorized unsuccess, the researcher would continue in the second cycle.

c. Post-Test II

The researcher was continued the research in cycle two. The aim was to improve the students' score in writing descriptive text by using Wholesome Scattering Game after doing post-test in the first cycle. Here the students' score of post-test 2 in the second cycle.

Table 5. The Students' Score of Post -Test II

No.	Initial of Students	Post Test of The second Cycle	
		Post-Test	Criteria of Success ≥ 75
1	A	85	Success

2	AAM	90	Success
3	AH	80	Success
4	AHH	70	Unsuccess
5	ALS	90	Success
6	AS	85	Success
7	AVP	90	Success
8	CD	75	Success
9	DAA	70	Unsuccess
10	DE	90	Success
11	DF	85	Success
12	EA	85	Success
13	FA	65	Unsuccess
14	FAT	70	Unsuccess
15	FD	95	Success
16	FFR	90	Success
17	HSM	80	Success
18	IS	75	Success
19	KD	70	Unsuccess

20	LQ	60	Unsuccess
21	LS	85	Success
22	MFA	90	Success
23	MHR	70	Unsuccess
24	MMF	65	Unsuccess
25	MYM	80	Success
26	MZ	65	Unsuccess
27	PF	90	Success
28	R	80	Success
29	SK	90	Success
30	SM	90	Success
31	TDL	75	Success
32	YA	70	Unsuccess
33	YAT	80	Success
34	ZH	90	Success
	Total	$\Sigma X = 2720$	
	Mean	$\bar{X} = 80$	

From the data above, the students that got success the test were 24 students, and the students did not get success were 10 students. The total score of the students was 2720 and the number of students who took the test was 34 students, so the mean of the students was:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2720}{34}$$

$$\bar{X} = 80$$

From the analysis data above, the students' ability in writing descriptive text in post-test II was improved. It could be seen of the mean score of the students was 80. It means that the score was categorized success. The percentage of students who were success in writing text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{24}{34} \times 100\%$$

$$= 70,58\%$$

And,

$$P = \frac{R}{T} \times 100\%$$

$$P2 = \frac{10}{34} \times 100\%$$

$$= 29,42\%$$

5.1 Table of the Percentage of Students Score in Post-Test II

	Criteria	Total Students	Percentage
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P1	Success	24	70,58%
P2	Unsuccess	10	29,42%
Total		34	100%

From the table above, the researcher concluded that the students' ability in writing descriptive text was improved. It could be seen from the mean of the students' score was 80. The percentage of the students' score was 24 students got success or it was 70,58%. In the other hand, 10 students got unsuccess score in the post test 2 or it was 29,42%. It can be concluded that the students' ability in writing descriptive text post-test 2 in the second cycle was categorized success and improved. So the researcher stopped the research in this cycle.

Table 6 The Percentage of Students who got point up to 75

Competence test	Percentage
Pre –test	26,48%
Post –test I	52,95%
Post- test II	70,58%

Based on the table above, the result of analysis data showed that there was an improvement on the students' ability in writing descriptive text by wholesome scattering game. It was showed from the mean of pre-test was 56,91 the mean of post-test I in the first cycle was 73,08 and the mean of post-test II in the second cycle was 80. The percentage of the students' score in pre-test who got point up to 75 was 9 students. It means that there was improvement about 26,48%. The percentage of the students' score in post-test 1 of the first cycle who got point

up to 75 was 16 students. It means that there was improvement about 52,95%. Then, The percentage of the students' score in post-test 2 of the second cycle who got point up to 75 here were 24 from 34 students. It means that improvement was about 70,58%.

From the data, it indicated that by using Wholesome Scattering Game in learning descriptive text in writing was effective. In addition, by using Wholesome Scattering Game strategy also can make the students' more enjoyable and excited in writing descriptive text and the data above can be concluded that the student's ability in writing descriptive text have been increased by Wholesome Scattering Game strategy.

2. The Qualitative Data

The qualitative data was analyzed from observation sheet and questionnaire sheet. The research was done in two cycles, and each cycle consists of two meetings and one test.

a. Cycle I

The researcher also have done some steps in the first cycle, they were planning, action, observation and reflection. Here the activities that have done in every steps:

1) Planning

The plan was arranged before researcher conducting the research. First, the researcher prepared lesson plan for two meetings, material which was took from the internet and some books that suitable with topic discussion that is about descriptive text, and applying wholesome scattering game strategy in teaching writing descriptive text. All of the material is used by researcher in teaching writing descriptive text in the classroom.

2) Action

All plan that had arranged were conducted in teaching learning process in writing descriptive text by using wholesome scattering game strategy. (1) Remind them about the topic,

its about descriptive text. (2) Explained the descriptive text (3) Gave the example of descriptive text by using English in the classroom. (4) Applied wholesome scattering game strategy. Before the teacher gave them a test in cycle I, Teacher review the topic of the study which had been discussed in the classroom in order to make them easier to answer the test.

3) Observation

The observation was done to observe how the students' behavior and what the students' problem during the teaching and learning process in the classroom. Most of the students had participated effectively during teaching and learning process. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They also seriously to shared each other about their idea that related to the topic. The activity of students could be seen in the observation sheet and also documentation was took by researcher during the teaching and learning process in classroom. (See on page Appendix)

4) Reflection

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning writing by using wholesome scattering game strategy, the students' difficulties and got some problems while learning process. It would be asked by the teacher in the end of the meeting. Through the reflection, the researcher knew the problems and the result of the students when did test. From the students' response and the students' scores in page 48, the researcher continued in the cycle two in hoping it could be better than before. Second cycle was held to improve score of the students' ability in writing descriptive text.

b. Cycle II

The researcher also have done some steps in the second cycle, they were planning, action, observation and reflection. Here the activities that have done in every steps:

1)Planning

In this step, there were some activities had been done by the teacher they are: making the lesson plan consist of the action, preparing the teaching material which related to use wholesome scattering game strategy that was needed in action, preparing the test to know the result of the test, observation sheet, questionnaire sheet and diary notes.

2)Action

In this step, there were some activities that had been done by the researcher. First, the researcher remind them about the topic that had been given, its about descriptive text, and give example to make the student more understood about descriptive text. After they were knew the generic structure of descriptive text and the language features of descriptive text correctly, the teacher was applied the wholesome scattering game strategy to improve the students' ability in writing descriptive text. And then, the researcher ask to the students to write descriptive text by using wholesome scattering game strategy then collect has finished.

3)Observation

The observation was done for the last time in cycle 2. The activity of students was observed and it showed that most of the students did not have problems anymore in writing descriptive text. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They also seriously to did their test. The students were enjoyable in learning the topic discussion and they were active during teaching learning process and more pay attention than before. The activity of students could be seen in the observation sheet and also

documentation was took by researcher during the teaching and learning process in classroom.
(See on page Appendix)

4) Reflection

Based on the observation and test done by the students, it can be concluded that:

1. The researcher can make the improvement of the students' ability in writing descriptive text through wholesome scattering game strategy.
2. The students' score in the second cycle had improved then in the first cycle. In cycle I, the improvement of the result of students' percentage was 52,95%. Then in the cycle II, it increase become 70,58%.

Based on the observation and the result of the students' test, researcher concluded that the students had improved in writing descriptive text through tell-show strategy. The students' score in the second cycle had improved then in the first cycle.

B. Discussion

This research was conducted to find out the improvement of the students' ability in writing descriptive text through wholesome scattering game. It is one of the strategy that could be used by the teacher in teaching English to improve the students' ability in writing descriptive text. The research that had been done by the researcher indicated that the wholesomescattering game strategy was effective and could be used in teaching writing. It could be seen from the tables that showed us the improvement of the students' score from pre-test, post-test 1 of cycle I and post-test 2 of cycle II. The improvement because of the teacher knew how to control the class and created the active class. Besides that, wholesome scattering game strategy helped the students to understand the subject easily.

Based on quantitative data could be seen the students' ability in writing descriptive text improved and became well in the first meeting to the next meeting. The mean of the students' score in the pre- test was 56,91, the mean of the students' score in post-test I was 73,08, and the mean of the students' score in post-test II was 80.

The percentage of the students who got score point up to 75 in the pre-test was 9 students of 34 (26,48%). The percentage of the students who got score point up to 75 in the post test of cycle I was 18 students of 34 (52,95%). The percentage of the students who got score point up to 75 in post test of cycle II was 24 students of 34 (70,58%). The improving of the percentage from pre test to the post of cycle I was 26,47% and from the post test of cycle I to the post test of cycle II was 17,64%, so the total improvement was 44,11%.

Based on the result of the qualitative data which was taken from the observation sheet, questionnaire sheet and diary note, it was found that the class ran effectively. In cycle, the researcher was arranged planning before conducting the research, the researcher had been prepared : lesson plan, material about descriptive text, Exercise as the instrument of collecting data by applied wholesome scattering game strategy. Furthermore, the action of researcher explained the material that is descriptive text, gave the example of descriptive text by using wholesome scattering game strategy, and applied wholesome scattering game. The students paid attention to the researcher during teaching learning process in the classroom. The students' also feel happy and keep spirit in doing the task by using wholesome scattering game strategy. It showed that wholesome scattering game strategy could be motivated the students became more enthusiastic in learning English especially in English writing.

It could be concluded that the result of the research showed that wholesome scattering game strategy could improve the students' ability in writing descriptive text. It can make the

students more excited in learning writing descriptive text. It could be proven by the quantitative data which showed the students' score got more better from the pre-test to the post-test I of cycle I and from the post-test I to the post-test II in cycle II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and pay attention in learning writing descriptive text.

CLOSING

A. Conclusions

Based on the result of the research that had been done in two cycles in the research entitled "Improving Students' Ability in Writing Descriptive Text Through Wholesome Scattering Game (A Classroom Action Research) at the Tenth Grade Students of MAN Binjai in the Academic Year 2018/2019", it could be concluded that:

1. This research deals with the implementation of wholesome scattering game after analyzing the data there was an improvement. The ability in writing descriptive text improved after being taught by using wholesome scattering game. The implementation of the wholesome scattering game, the teacher was explained about the procedure of using wholesome scattering game strategy in the learning process in the classroom. The students' was enthusiastic and pay attention to the teacher explanation. In the cycle one, the students still got difficulties in writing descriptive text by using wholesome scattering game strategy because the students still confused with the strategy. And in the cycle two, there was improvement by implementing wholesome scattering game strategy, the students more confidence and did not confused anymore in writing descriptive by using wholesome scattering game strategy. They could write easily without consuming more time because they were arranging and writing descriptive text based on the key words. They were able to

describe whole of parts, qualities, and characteristics of objects. The use of wholesome scattering game contributed to the students . It helped the students to write descriptive text. It showed by the score of pre-test and each cycle.

2. The students' ability of the tenth grade of MAN Binjai, after implementing wholesome scattering game strategy, the students' ability in writing descriptive text was improved. It could be seen that, in the pre-test found the total score of students' writing result was 1935, its mean was 56,91 and the students who pass the test only 9 of 34 students. It means that the value of students' writing result was fair. In the first cycle found the total score of students' writing result was 2485, its mean was 73,08, and the students who pass the test was 18 of 34 students. It means that the value of the students' writing result was good. In the second cycle found the total score of students' writing result was 2720, its mean was 80, and the students who pass the test was 24 of 34 students. It means that the value of the students' writing result was excellent.

B. Recommendations

This research showed that Wholesome Scattering Game could improved the students' ability in writing descriptive text especially at MAN Binjai. There were following recommendations:

1. For the English teacher, firstly, teachers are expected to use wholesome scattering game as a teaching media, especially in teaching writing descriptive text. Because by using its game, teacher can expect the students' writing result well. Because the game stimulates students' brain in arrange sentences. The second is teachers are expected to develop the teaching of writing descriptive text by increasing the exercises in writing. Teacher should give more

attention to the students in writing descriptive text. Finally, teachers are expected to motivate the students in writing in order they can write paragraph good and accurately.

2. The students, the first is students have to interest in English first, so they will fill enjoy along learning by using game. The second is students have to learn and improve ability in writing descriptive text by wholesome scattering game. The last is students should extend their vocabulary in many ways, e.g. reading texts especially descriptive text; using new words along in the classroom activities or their daily life, or even by drilling some new words. So finally, students are able to write a qualify text.
3. To other researcher, this research just as the information to get the good strategy to improve the students' ability in writing descriptive text.

C. Implication

According to the research findings, the implementation of *Wholesome Scattering Game* brought some improvements in writing skills of the students of MAN BINJAI, especially the students of X-MIA⁴ class. By implementing wholesome scattering game strategy in the classroom activities, the students were offered the opportunity to give and receive immediate feedback on language used on their writings that might be missing when they work individually. Likewise, wholesome scattering game also helped, enhanced and stimulated students' motivation in improving students' ability in writing descriptive text because they can develop their ideas by giving some key words. Therefore, it showed that *Wholesome Scattering Game* was also good for the added focus writing in teaching learning process.